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| Teacher: Margarita Alvarado Science Lesson Plan Date: \_\_\_\_\_\_\_\_\_ | |
| Unit of plan: Sustainability | |
| |  |  |  |  | | --- | --- | --- | --- | | Big Idea: How can we limit waste we create in our lives? | | | | | Essential Question: How do our actions impact the environment? | | | | | **Skill: Cause and Effect** | **LO.** I can create a new purpose for a unwanted used item. | | | | Vocabulary  Cause: a person or thing that acts, happens, or exists in such a way that some specific thing happens as a result  Effect: something that is produced by an agency or cause; result;  Waste: to consume, spend, or employ uselessly or without adequate return.  Consume: use up | | [CCSS.ELA-Writing.2.2](http://www.corestandards.org/ELA-Literacy/RL/2/2/) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  Danielson Framework:  3b Questioning and discussion technique  **Materials Needed**: cardboard, string, markers, chart paper, capri sun packets, paste, hard plastic items, scissors, pictures of | | | **Engage**  **Discuss:**  Teacher would have circle map with the word waste and a picture of waste in the middle of the circle.  Teacher asks; What does waste mean to you? Use circle map to jot down answers  What are some items do you consider to be waste? Jot them dowm in circle map  Review meaning using pictures when possible. This technique helps students with disabilities and ELLs’  Read story with students. Reread “The Lorax” by Dr. Seuss  **Before:**  The purpose I am rereading the book “The Lorax” I want you to focus on how the Onceler respond to The Lorax pleads. What could of The Onceler done differently to still produce his Kneads?  **After**  Review questions. Ask students do they want to add any other questions. Discuss | | | | | **Teach**  Today we are going to continue our study on sustainability. I want to focus on how we can help our planet by reducing the amount of stuff we throw out. We don’t want to be like Oncler and just use and throw out.  **Group Work**  Students will work in groups with items given to create other ways those items can be used in ones daily lives.  Teacher gives cardboard box and paper towel tubes, glue, scissors, paper, plastic bags, plastic bottles, capri sun packets, foil, string.  Group members will discuss and plan what would they make using all or almost all items given in a new way. | | | | | **Assessment**  **Informal:** Teacher will use checklist to keep track whether or not students master skill  **Formal:** Students will use rubric to self-monitor and share with partner the work they did**.** | | | **Reflection of lesson:** | |  |

**Create a new purpose from waste C:\Users\Malva719\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\BIT6O0AG\MC900232054[1].wmf**

Science Rubric

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| **Categories** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| Clear description | Extremely clear description of the new item and how it works relationships | Clear description of the new item and how it works relationships | Basic description of the new item and how it works relationships | Minimal description of the new item and how it works relationships |
| Language conventions | No capitalization, spelling, or punctuation errors | 1 to 2 capitalization, spelling, or punctuation errors | 3 to 4 capitalization, spelling, or punctuation errors | More than 4 capitalization, spelling, or punctuation errors |

Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reading Checklist Date: \_\_\_\_\_\_

Creating something new from something Used

* = mastery - =not mastered

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| Students’ Name | Created new item from something old | # of items used | Comments |
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